**Lesson Plan Feedback**

**Your name: Kim Roberts**

**Partners Name: Adrienne Read**

1. What are the strengths of the lesson? (Include aspects such as content, structure, UDL, accommodations, assessment, etc.).
2. I like that you have a prerequisite/pre-skills section of your lesson plan. This is an important part of the plan because it requires the teacher to think about what the student already knows, what they SHOULD already know, and if they think their students actually know that pre-skills knowledge. I may add this section to my plan.
3. I like that you emphasized the importance of understanding what the values in the equations represent. Often students lose sight of the equations or get confused in solutions because they ignore the units (feet, inches, $, days, etc.). If they are able to keep track of the associated units, solving the problem will make more sense.
4. What are potential areas for improvement?
5. Your lesson includes practice sessions in class with a classroom teacher and a special education teacher, which is great. How can this lesson be taught to accommodate special needs students without the assistance of a special education teacher? I ask only because I have seen a number of situations where the classroom teacher is on their own with a class of mixed needs students (gifted, average, and remedial).
6. I really like your extension activity. You may want to consider, however, using a different term to describe the equations other than as “the same” (eg.; Is *x + 2 = 2x + 1* the same as *2x + 4 = 4x + 2?)* Students will often give you an automatic “No” because it isn’t clear that you are referring to equivalent equations. Though it should be clear to them through the lesson being taught, the wording may not sink in. I would try to stick with consistent terminology, such as “equivalent” or “equal to”. This will help reinforce the mathematics terminology.
7. General Comments
8. Fantastic lesson plan! You put a lot of thought into this and it shows.
9. It appears the last sentence in your lesson objective was inadvertently left in the lesson plan. There is one small typo in the Closure statement as well.
10. I would expect the Icebreaker to be used if the students are more advanced and are able to take abstract information and make sense of it. I would expect the *modified* ice breaker to be used for an average or intensive class where the students can take pieces of information and make sense of them so they are not overwhelmed with data. The modified ice breaker would work well for all students, actually, if this is an introductory lesson to algebraic equations.
11. Also, be prepared for variations on the given equations. Even though the equations in the ice breakers are simple and straightforward, there will be many times that students can present the same equation in different forms. For example, a student could present in a more simplified version by factoring on their own to get or . All of them are correct, just presented differently. As students create their own equations from information given, you will often see variations on the same equation. Just be prepared for it (may want to note in Expectations section as well).
12. One other example you could provide to your students in this lesson is to use an actual balance scale or a virtual manipulative to demonstrate what “equality” means. If you have 3 x’s on this side of the balance scale (represented by 3 blocks), then you need 3 x’s on the other side to balance the scale (represented by another 3 blocks). If you subtract 2 x’s from the right, you must also subtract 2 x’s from the right to keep the scale balanced (you would physically remove two of the blocks from each side of the scale, minus 2x from one side and minus 2x from the other side). This provides students with a visual that they can relate to that is not as abstract as written equations.